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Third Conference
of
Canadian Universities

held in

McGill University

Montreal

May 22, 23, 1916

LA417-A8 3d, 1916

Conference of Canadian Universities

OFFICERS

1916

Sir William Peterson, Chairman.

J. A. Nicholson, Secretary.

1917

President R. A. Falconer, President.

Monsieur l'Abbe Emile Chartier, Vice-President.

President Walter C. Murray, Secretary-Treasurer.

President A. S. MacKenzie) Additional members of
Dean Frank D. Adams) the Executive.



Canadian Universities Conference

Prior to the Congress of the Universities of the Empire which was held in London, 1912, representatives of the Universities of Canada met at McGill University, Montreal.

The Second Conference of Canadian Universities was held at Toronto University on June 1st, 1915; the third at McGill University, Montreal, on May 22nd and 23rd, 1916.

At the third conference the following Universities were represented:

Alberta: President Tory.
Bishop's College: Principal Parrock.
British Columbia: President Wesbrook.
Dalhousie: President MacKenzie.
Laval: Monsieur l'Abbe Emile Chartier; Dr. L. D. Mignault.
McGill: Principal Peterson, Dean Adams, Dean Lee, Professor Ruttan, Professor Dale, Professor Harkness, Principal Harrison, Miss Hurlbatt.
McMaster: Professor Farmer.
Manitoba: Professor Brydone-Jack, Professor Crawford
Mt. Allison: President Borden.
New Brunswick: Chancellor Jones, Professor Stiles, Professor Cameron.
Ottawa: Rev. Rector Rheaume, Professor Lajeunesse.
Queen's: Dean Cappon, Dean Connell.
St. Francis Xavier, Vice-President Tompkins.
St. Michael's: Rev. Father Carr.
Saskatchewan: President Murray.
Toronto: President Falconer, Dean Clarke, Professor Macallum.
Trinity College: Professor Young.
Victoria College: President Bowles.
Western: President Braithwaite, Professor McKibben.

Letters of regret for inability to attend were received from Principal Gordon of Queen's University and Vice-Principal Moyse of McGill University.

Dr. J. A. Nicholson, Registrar of McGill University, was elected secretary for the occasion.

The first report submitted was from the Committee on Length of the Session, by President MacKenzie, Chairman. This report contained much information regarding the total length of the session, the number of teaching weeks, the time required for examination purposes, the percentage of students earning money in vacation time, and the average amount earned, not only in Canadian Universities, but also in the principal universities of the United States. It also contained replies from Canadian universities: (1) To the question whether or not it would be advisable to lengthen the session to nine months, and (2) if not, whether a Summer Session might not be established with advantage. The replies to the first question showed that only three out of twelve were in favor, and to the second that two already had such courses, and that two others approved.

The Committee, however, presented no recommendations to the Conference, and the report was remitted to President MacKenzie and Dean Cappon for a statement of arguments for and against the two schemes proposed, with the request that consideration be given the Chicago University plan of four terms in a year, the work of each being complete in itself, and also to the idea of dividing the session into two equal parts with a view to economizing time.

The report of the Committee on Graduate Work in Agriculture was presented by President Murray. It contained much valuable information, and ended with the recommendation that:

“The Minister of Agriculture at Ottawa should be requested to take steps to make available for the training of graduate students the resources of the scientific branches of the Department, and also to arrange for such work with the Agricultural Colleges of the Dominion. In the event of such being done, the hope was expressed that the opportunities thus afforded might be made more readily available by the establishment of scholarships.”

The Committee, as at present constituted, with a representative from Laval added, was authorised to memorialize the Minister as suggested.

Dean Clarke presented the report of the Committee on Medical Education, concluding with the recommendation that the Conference express its approval of the adoption by Canadian Medical Schools of a six years' medical course

as a minimum, and that the Committee be continued for the purpose of drafting a tentative course of study. This recommendation was unanimously approved.

It was also resolved to transmit the above resolution to the several Provincial Medical Boards throughout the Dominion.

The report of the Committee on Matriculation was presented by President Tory. It showed that there was general agreement among Canadian Universities in the matter of matriculation requirements, except on one point, viz: as to whether two foreign languages or one only should be required for admission to the Faculties of Arts, Law and Medicine, some Western Universities and the Eastern differing in this respect. As the conference could not come to any agreement on this point, it was decided to continue the Committee to study further this and other points that may be thought of importance in connection with matriculation standards.

The Committee on Legal Education reported through Dean Lee of McGill University, but the report had been prepared by President Murray, the secretary. It was resolved to continue this committee with Dean Lee as chairman, for further investigation, with the special duty of taking into consideration the following suggestions, as contained in the report:

- (1) That steps should be taken to procure the further recognition of University examinations by the Provincial Law Societies, so as to put an end to the present duplication of examinations.
- (2) That a preliminary course of two years in Arts should be required as a condition of admission to the Law Schools—such condition being both educationally desirable and having the further advantage of bringing the Canadian Schools up to the standard required by the Association of American Law Schools.
- (3) That legal studies should be admitted to the Arts course as a distinct course of study leading to the B.A. degree.

The Engineering Education Committee reported progress through Dean Adams, the chairman, and the Committee was continued to study the question further.

The report of the Committee on Graduate Work was submitted by Professor Macallum, the Chairman. This report contained a statement of the conditions in Canada for obtaining higher degrees, and showed that as regards Masters degrees, the differences are so slight as not to call for any special comment. It was further shown that the two great needs of Canadian Graduate Schools were scholarships and increased library facilities, because it was through these that the American Universities were able to attract so many of our Canadian graduates. The Committee was continued and requested to consider whether or not a scheme could be formulated whereby the graduate facilities of Canadian Universities especially as regards Doctors' degrees, could be in some way pooled so that a student need not be confined to any particular institution for the whole of his course, but could pick and choose according to his tastes and needs. In this connection the following resolution was unanimously approved:

"That in the opinion of this Conference the M.A. degree should represent at least one year of intra-mural work of a Ph.D. course, equivalent to that required by the Graduate Schools in the American Universities."

The following resolution was also unanimously approved, on motion of President Falconer and seconded by the Rev. Father Tompkins:

"This Conference is strongly of the opinion that in order to strengthen the unity of the Empire, the Universities of Great Britain should be urged to modify and increase their graduate facilities to meet the needs especially of students from the Universities of this Dominion. Also in order to effect this purpose, this Conference appoint a Committee to correspond with the Universities of Great Britain, also with authority to correspond also with the Universities of France with a view to making arrangements that will increase the number of students from Canadian Universities who pursue their graduate studies in that country."

The Conference appointed the following as members of this Committee:—President Falconer, Chairman; Principal Peterson, Abbe Chartier and Dean Cappon.

The Chairman thought it advisable to bring to the notice

of the Conference the recent proposals of the President of the Carnegie Foundation with regard to annuities and insurance for University instructors, and suggested that it should be made a topic for consideration at the next meeting. This suggestion was accepted, and President Tory was appointed to open the discussion on that occasion.

The Chairman also referred to a question of special interest at the present time in the history of our country—that of Scientific and Industrial Research, and in this connection it was unanimously resolved as follows, on motion of President Tory, seconded by President MacKenzie:

“That this Conference is gratified to learn that the Government of Canada is about to take steps to develop scientific and industrial research in this Dominion, and desires to assure them that the Universities are prepared to co-operate to the extent of their ability with any commission which may be appointed for this purpose.”

President Falconer brought up for consideration the question of the position of Chinese students who come to Canada with a view to entering a University. At present, these students are subject to the same head tax as the ordinary labourer, and it was contended that persons of this class should be encouraged to do university work in Canada as they are in the United States by the abolition of the head tax now imposed. He, therefore, proposed that the Dominion Government should be petitioned to add to the list of persons exempt from this tax the following:

“Bona fide students who are duly certified from China as about to enter a recognised University or College in Canada.”

President Falconer and Dean Adams were appointed to present this petition.

The desirability of making Physical Training compulsory in the first years at least of the University course, and under present conditions, in the form of Military Drill, was next introduced for discussion, and it was finally resolved to appoint a Committee consisting of Principal Harrison, Colonel Lang, Mr. E. F. McWilliams, and Professor Cameron to obtain information from the different Universities, particularly with reference to the extent to which military drill is compulsory, and as to what credit is given in academic work for

this training, and to make recommendations regarding the same at the next Conference.

In this connection, it was also decided to appoint a Committee consisting of President Falconer, Principal Peterson, Chancellor McCrimmon and President McLean, to endeavour to harmonise university relations with the Government, and to take such action with regard to military matters affecting the Universities in the meantime as they may consider necessary.

The following Constitution was provisionally adopted:

(1) The National Conference of Canadian Universities shall consist of representatives of the following colleges and Universities of Canada:

Acadia—Wolfville, N.S.
Alberta—Edmonton, Alta.
British Columbia—Vancouver, B.C.
Bishop's College—Lennoxville, Que.
Dalhousie—Halifax, N.S.
King's—Windsor, N.S.
Laval—Montreal, Que.
Laval—Quebec, Que.
McGill—Montreal, Que.
McMaster—Toronto, Ont.
Manitoba—Winnipeg, Man.
Mt. Allison—Sackville, N.B.
New Brunswick—Fredericton, N.B.
Nova Scotia Agricultural College—Truro, N.S.
Nova Scotia Technical College—Halifax, N.S.
Ottawa—Ottawa, Ont.
Queen's—Kingston, Ont.
St. Francis Xavier—Antigonish, N.S.
St. Joseph's—Memramcook, N.B.
Saskatchewan—Saskatoon, Sask.
Toronto—Toronto, Ont.
Western—London, Ont.

(2) The representation of each College or University in the Conference shall be determined as follows:

(a) Each Institution with over 500 students enrolled shall have the right to have two representatives, one of whom shall be the President or his nominee; whilst each institution with less than 500 of an enrollment shall have one representative, who shall be the President or his nominee—it being

understood that St. Michael's, Trinity and Victoria, which are affiliated with the University of Toronto, shall have a right to one representative each.

(b) When there are two or more faculties each of the following: Agriculture, Engineering, Law, Medicine, shall be entitled to one representative, and for the purposes of this regulation, Osgoode Hall and Guelph Agricultural College shall be considered as the Faculties of Law and of Agriculture respectively, of the University of Toronto.

(3) The Officers of the Conference shall be: President, Vice-President and Secretary-Treasurer, who with two others elected by the Conference, shall constitute the Executive Committee.

(4) Each University or College shall be required to pay to the Treasurer of the National Conference, every year in which the Conference meets, the sum of \$10.00 for each representative which it is entitled to appoint.

(5) The National Conference shall meet at least every second year at such time and place as the Conference may appoint. In the years in which the National Conference does not meet, sectional meetings may be held. For this purpose, the Universities and Colleges shall be arranged in three sections: Eastern, Middle and Western, the former including all the Universities in the Maritime Provinces, the middle, all those in Quebec and Ontario, and the Western, all those in the Provinces west of Ontario. Each section shall determine its own representation, elect its own officers, collect its own fees, and determine the time and place of its own meetings. It shall report to the National Conference such of its decisions as may affect the Universities and Colleges in other sections.

(6) This Constitution can be amended at any Conference by a two-thirds vote.

The above Provisional Constitution, under which the Conference will be governed until the next meeting, was referred to the Executive Committee for any recommendations as to changes which they may consider it advisable to make.

A Committee consisting of President Tory, Chancellor Jones and Dean Adams was appointed to submit a list of

officers for the year, and on their report, the following were selected:

President Falconer, President.
Abbe Chartier, Vice-President.
President Murray, Secretary-Treasurer.
President MacKenzie)
Dean Adams)

Additional members of the Executive Committee.

It was agreed to meet in 1917 in Ottawa at the close of the meeting of the Royal Society, provided that the date be not earlier than May 20th.

A general resolution was adopted providing for the re-appointment of all the committees at present in existence. Universities being given authority to appoint a substitute in the case of inability of any of its present representatives to act.

The congratulations of the Conference were extended to Sir William Peterson and Principal Gordon, C.M.G., on the honours conferred upon them by the King since the date of the last meeting—honours which are generally regarded as having been bestowed especially as a recognition of the great services rendered by them to the cause of University education in Canada.

At the conclusion of the Conference, a vote of thanks was tendered to Principal Peterson and the authorities of McGill for the entertainment given to the members of the Conference on this occasion.

REPORT ON LEGAL EDUCATION

Prepared by President Murray

On behalf of your Committee on Legal Education, I beg to submit an interim report. Much valuable information has been secured by means of a questionnaire. Especially valuable have been the replies submitted by Dean Lee of McGill, Hon. Featherston Osler of Toronto, Professor Perreault of Laval and Dean MacRae of Dalhousie. Without attempting to present the results of the inquiry in detail, one may direct attention to a few interesting facts and suggestions.

In all the provinces candidates for admission to the Bar are required to spend from three to five years in a law office

as well as to pass certain prescribed examinations. The maximum period of service is five years in Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and Prince Edward Island, and four years in Nova Scotia, New Brunswick and Quebec. The possession of a degree in Arts or in Law (in Quebec in Law only, in P.E.I. in Arts only) entitles the holder to a reduction of time to three years, in P.E.I. to four years. Manitoba offers a reduction of one year for a degree and another year for attendance at the Law School, the minimum being three years.

In all the provinces the Law Society provides for the appointment of examiners to conduct the examinations required for admission to the bar. New Brunswick exempts the graduates of King's Law School at St. John from all examinations, and graduates from other approved schools from Intermediate Examination. Nova Scotia and Manitoba have adopted an ingenious plan for reducing the number of examinations which the harassed law school student must pass before receiving his degree and being admitted to the Bar. Nova Scotia has a Board of Examiners appointed jointly by the University and the Society. The examinations of this Board serve the double purpose of admission to the Bar and to the University's degree. In Manitoba a similar Board controls all recognised legal teaching and conducts all examinations required by the Bar and the University.

Dalhousie Law School has introduced the commendable innovation of requiring one year of Arts work as preliminary to the Law course. It has thus raised the standard of admission one year higher than that of any other Law School in Canada.

Dean Lee of McGill makes a valuable suggestion which could be put into practice at once without serious inconvenience and to the advantage of legal study in universities. He points out that the best place for the student of Law to study the practice of Law is in the office, the best place to study the Law which he is to practice is in the professional Law School, and the best place to study the science of Law is in an Honours School in a university. Toronto recognizes the value of the work of an Honours School in Jurisprudence. Dalhousie recognizes affiliated subjects in Law as qualifying for the B.A. course. McGill allows some branches of Law to be offered as part of the ordinary course for the B.A.

There seems to be a fairly general admission that the conditions of apprenticeship in offices have so changed that

the student receives little or no instruction. The old system gave the student some instruction both in the practice of Law and in the Law which he is to practise. The changed conditions necessarily confine the student's experience to a very narrow field of practice and prevent personal instruction. They make the professional Law School a necessity for the student, and impose a corresponding duty upon the profession to make provision for such a school. It seems probable that the best results in legal education will be obtained by concentrating attention upon the instruction of the school during the prescribed course of study, and by giving the office work undivided attention for a fixed period. In the training for other professions it has not been found advantageous to mix up the theoretical and the clinical or practical in the unsystematic fashion in vogue in Law.

May I suggest that your committee be continued with instructions to carry its investigations further and to report at the next meeting?

After the presentation of the interim report to the Conference, the following suggestions by President Murray and Dean Lee were referred to the Committee for further consideration and report:

1. President Murray: That steps should be taken to procure the further recognition of University examinations by the Provincial Law Societies, so as to put an end to the present duplication of examination.

2. Dean Lee: That a preliminary course of two years in Arts should be required as a condition of admission to the Law Schools—such condition being both educationally desirable and having the further advantage of bringing the Canadian Law Schools up to the standard required by the Association of American Law Schools.

3. Dean Lee: That legal studies should be admitted to the Arts course as a distinct course of study leading to the B.A. degree.

REPORT ON GRADUATE WORK IN AGRICULTURE

Presented by President Murray

Your Committee attempted by correspondence to secure an expression of opinion upon the extent and the urgency of the need of trained men in Agriculture up to the B.S.A. standard and beyond; the number of men receiving the

B.S.A. degree each year in Canada; the facilities available in Canada for training in advance of the B.S.A.; the possibility of using the scientific branches of the Agricultural Department at Ottawa for the purposes of training as well as of research.

Each member of the Committee co-operated with the greatest readiness and promptitude. The replies to the questionnaire revealed an astonishing measure of agreement.

It is difficult to estimate the number of teaching positions in Agriculture in Canada with exactness. In the colleges there are now approximately 120 men engaged in teaching Agriculture and this number will very shortly reach 200. It is safe to estimate from 10 to 20 new positions to be filled each year for the next ten years. The present number of positions in schools is less than in the colleges, but the prospects are much greater. Within ten years we may expect the school positions to equal the college positions, and to increase much more rapidly thereafter. Consequently, the number of new school positions opening up each year will be large. Let us make a rough guess of from 20 to 30. This will make a total of from 30 to 50 college and school positions opening up each year and requiring men with qualifications equal at least to the B.S.A.

Administrative posts to the number of at least 300, with a prospective increase in the near future to nearly twice that number, require the services of men with qualifications approximately the same.

Journalistic and other private enterprises absorb another 100 and will undoubtedly rapidly absorb many more.

These three groups of activities now engage over 500 men, and in the near future will require at least double that number. The annual wastage is surely in excess of one-tenth, probably fully one-fifth. The first figure would require 50 new men each year to maintain present numbers and for expansion. We may fairly add at least half as many more. From 75 to 100 new men are now required each year. This estimate is low, I believe.

The Agricultural Colleges of Canada in 1915 sent forth 100 young men with the B.S.A. degree. In the four preceding years the numbers were 83, 73, 73, 57. A glance at the list of graduates of Macdonald College, for example, reveals the extent of the demand for trained men. There

are very few graduates who did not obtain good positions almost before the ink was dry on their diplomas. The new Colleges of Saskatchewan, Alberta and British Columbia will not together turn out more than a score a year for the next six or seven years. The number of men receiving the B.S.A. degree each year from all the Colleges in Canada bids fair to fall considerably short of the demand.

The main object of this inquiry, however, is not to ascertain the extent of the demand for men who have completed the undergraduate course leading to the Bachelor's degree, but of the demand for the men with qualifications in advance of the B.S.A. requirements.

Every reply to the questionnaire emphasized the value of such advanced training for candidates for teaching positions and research appointments, both in the colleges and in government departments. Not a few were inclined to regard such training as essential for college work, and no one admitted that it was not beneficial even for other work. It was pointed out that certain phases of college and high school work would soon insist on the triple qualifications of a university training, followed by a strong course in agriculture and capped with a normal course in methods of teaching.

If we confine our attention to the needs of the colleges for teachers who have taken graduate work, and the need for research men with similar training, we may safely assume that from 10 to 20 highly trained men are required to meet the present annual demand. In ten years' time the number will be doubled.

To the question: "What facilities are available in Canada for giving this higher training?" such replies as "None that I know of," "None," "Very few," "Some in the sciences, little in Agriculture" were given.

Fairly unanimous was the response to the query about the possibility of making greater use of the scientific branches at Ottawa under the control of the Department of Agriculture. All agreed that greater use could be made if the men capable of doing research work of a high character were relieved of much of the present burden of administration. Further, more specialists should be appointed.

One or two suggested an Institute for Research independent of the Department and the Colleges, but working in co-operation with both. Another thought that the Colleges

with strong scientific departments could carry on graduate work better than the Department.

One is probably justified in drawing the conclusion that much might be done through Ottawa, not only in stimulating students to engage in research work, but also in training them in proper methods of investigation. The Biological Station at Wood's Hole has been most influential in stimulating and training biologists in the United States.

By means of a system of scholarships or small salaries sufficient to pay expenses, a band of able and enthusiastic students could be drawn to Ottawa to the mutual advantage of the department and the students.

This plan, however, cannot be regarded as a satisfactory solution of the problem of providing facilities for graduate work in Agriculture. The universities and the colleges must in time address themselves to the complete solution of the problem.

Meanwhile, could not this Conference authorize the Committee on Graduate Work in Agriculture to present a memorial to the Minister of Agriculture asking him to take steps to make available for the training of students the resources of the scientific branches of the Department of Agriculture?

REPORT ON ENGINEERING EDUCATION

Presented by Dean Adams

Matters suggested for consideration:

1. Uniformity in entrance requirements.
2. A choice, if possible, of the same text books in the subjects included in entrance requirements.
3. Is it advisable to have two kinds of Mathematics for practical science students—one requiring a higher standard in Mathematics for admission to those courses which depend more particularly on Mathematics; and another, the lower standard, in Mathematics, for admission to those courses which are not so distinctly Mathematical.
4. The standardising of the first two years in different Universities.
5. Can we standardise our courses so that a student may pass from one University to another taking different

years in different places. This Dr. Tory thinks might enable the Universities to specialize, *e.g.*, in Applied Science, one University devoting especial attention to Electrical Engineering, another to Civil Engineering, etc. This might lead to a higher graded instruction.

6. The transfer of students from one University to another. The amount of recognition that can be given for the work of the student in the first institution.

7. More importance to be placed on English.

8. Requirements for degrees, with a possible outline of the hour devored to each subject, these hours including both class room work and laboratory work and the necessary preparation required for class room work and laboratory work.

9. Date of closing.

REPORT ON LENGTH OF SESSION

Presented by President MacKenzie

CANADIAN UNIVERSITIES

	<i>Total Length of Ses- sion in Weeks</i>	<i>Teaching Weeks per Session</i>	<i>Exam. Period per session in days</i>	<i>Percentage of Students Earning Money in Vacation</i>	<i>Average Amount Earned</i>
Acadia.....	32	28	28	80 p.c.	—
B. C.....	30	25	20	30 to 40 p.c.	\$68.00
Arts	33	28			
Ap. Sc.	30 1-2	26	14	50 p.c.	100 to \$200
Dalhousie.....	33	25	22	50 p.c.	—
King's	39	32-33	15	10 p.c.	150 to \$200
Laval, Que....	30	25	14	Ap. Sc. 78 p.c.	
McGill.....	33	27	10	Arts and	
Arts & Sc.	33	27	8	Med. 50 p.c.	
Law	30	—	17	Majority	
McMaster....	32	29	10	60 p.c.	\$100
Mt. Allison...	35	32	28	30 p.c.	\$240
U. N. B.....	30	25	17	50 p.c.	150 to \$300
Queen's.....	32	28	21	65 p.c.	\$200 to 350
Saskatchewan.	28	25	14		
Arts & Sc.	34	27 1-2	17	50 p.c.	
Eng. Phar.	31	24 1-2	15		
Law	34 1-2	28 1-2	10		
Toronto.....	32 1-2	26	21	Majority	\$175 to 250
Arts					
App. Sc.					
Med.					
Western.....					

REPLIES TO THE QUESTION—SHOULD THE LENGTH OF THE SESSION BE INCREASED

ACADIA: *No.*—The long vacation of 4 months gives the students an opportunity to earn money. About 9 months such as is used in the U.S. gives them more opportunity for study.

B.C.: *Yes.*—It is not in accordance with the modern idea of the use of the physical plant and equipment to have it lying idle for 5 months in the year. Students who have to work during the vacation may be paying a heavy penalty. I have often wondered whether brilliant students who have made their way through college on their own earnings and who develop degenerative diseases in their early fifties may not be paying for overwork in young manhood and womanhood.

DALHOUSIE: *Yes.*—Though a large number of students earn money during the summer, it is not absolutely necessary with most of them. Do not believe that lengthening session would seriously diminish number of students receiving education in college. Four months is too long a time for students to remain idle, and education would be much more successful if the process were more continuous. It is too long a time for college equipment to lie idle and longer than is absolutely necessary for the Faculty to recover from session's strenuous work and prepare themselves and their work for another.

KING'S: *No.*—Summer vacation enables students to earn money.

LAVAL, Que.: *No.*—Would not wish to change.

McGILL: *Yes.*—I have long been of the opinion that the session should be lengthened in the Faculty of Arts. It does not appear to me there is any justification for a long vacation from May to 1st October unless one can make the assumption (which I fear is unfounded), that students use the interval to make progress with their studies. My view is that our students need teaching, and I very much prefer a nine months' session with three hours a week as a unit, instead of a shorter session with four, or even five, hours.

MOUNT ALLISON: *No.*—Get in nearly as much time as is common in American Universities.

U.N.B.: *No.*—Experience has proved the present arrangement satisfactory.

QUEEN'S: *No.*—For the reasons implied in answer 4, as well as for other reasons more connected with the consideration of the position of the professors, opinion here is against extending the session to nine months. For one thing we think we could not secure, and retain, the same quality of teacher in our circumstances here.

SASKATCHEWAN: *No.*—For us to lengthen session would seriously interfere with the present arrangements for supplying schools, mission fields, etc., and would also seriously curtail the students' earning power. Probably a larger number of students dependent upon their own resources in the west than in the east. It might, however, be better to adopt a system of terms of 3 months' duration, either three or four a year. It would be necessary for the work undertaken in a term to be completed within that term. The alternative is a summer session of sufficient duration to enable a student to take courses which would be acceptable for a degree.

TORONTO: *No.*—Longer session as yet not desirable for Toronto.

WESTERN: *No.*—Partly on account of summer earnings of students. By shortening the Christmas vacation and saving time between the close of lectures and examinations a few more teaching weeks could be secured.

QUESTION 6—Re SUMMER SESSION

ACADIA: *No.*—If the colleges were open all the time so that the summer session would be just the same as the other, that might be of some advantage.

ALBERTA: Has summer session of five weeks for teachers.

DALHOUSIE: *No.*—Not suitable, as yet, for Maritime colleges.

B.C.: *Yes.*—Means of enabling students who through illness or other causes have fallen behind during the year's work. Useful, too, for migrant students who come from institutions whose curricula and conditions differ from the institutions into which the students migrate. . . . Enables members of staff by working three years continuously to accumulate a period of one full year for special investigations, graduate study, publication or some other activity which is

important to the University in enabling members of staff to develop and become more efficient.

KING'S: *No.*—(a) No demand for it. (b) Students who earn money to pay their way through college would not be able to attend the summer session. (c) The number of other students who would attend session would, in all probability, be so small that it would not pay to keep the college open.

LAVAL, Que.: *Yes.*—Length—six weeks.

McGILL: *No.*—If the session were lengthened in this way (see No. 5) there would be no need for a summer session specifically so-called. Tried summer session here but there was very little inducement to attend, and the movement was a very unpopular one with the staff. It seems, therefore, to have died a natural death.

McMASTER: *No.*—Have not held a summer session except for pastors. No credit given for work done at this special session.

MOUNT ALLISON: *No.*—No special call for summer students.

U. N. B.: *No.*—Attendance would scarcely justify the experiment in an institution of this size.

QUEEN'S: *Yes.*—For a number of years we have had a summer school with session of 6 weeks. All teachers must be regular members of the University staff. There are regular exercises and examinations which are worked in co-operation with our extra-mural system. Most of the students are teachers who wish to improve their knowledge or professional standing.

WESTERN: The advisability of a summer session would have to be determined by each institution for itself. In a general way such a session should meet a considerable need.

TORONTO: Has summer session of five or six weeks in length beginning July 1st, for teachers and others who are unable to attend the regular course.

SASKATCHEWAN: Has summer session of four weeks in Agriculture and Science for teachers.

AMERICAN UNIVERSITIES

	<i>Total Length of Ses- sion in Weeks</i>	<i>Teach- ing Weeks per Sess'n</i>	<i>Exam. Period per Session in days</i>	<i>Percentage of Students Earning Money in Vacation</i>	<i>Average Amount Earned</i>
Columbia.....	36	28	20	—	—
Cornell.....	37	32	17	—	—
Dartmouth.....	39	35	10	40 p.c.	\$50 to \$250
Harvard.....	37	33	30	3 p.c.	\$264.00
Michigan.....	37	34	20	—	—
Missouri.....	39	34	19	50 p.c.	—
Princeton.....	36	32	20	—	—
Wesleyan.....	39	36	28	60 to 75 p.c.	—
Williams.....	39	33	10	15 p.c.	\$75 to \$100
Wisconsin.....	39	35	15	Majority	\$200.00

QUESTION 5.—Re LENGTHENING OF SESSION

HARVARD: There is some feeling today that the length of the session ought to be increased. (See Yale Univ. Report). The portion of the year that our students devote to college work seems very short, and there would be an advantage in increasing it, either by lengthening the term, or preferably, if possible by some system of reading during the vacation, as is done in English Universities.

MICHIGAN: *No.*—I do not think the length of the session should be changed. We could not in the University of Michigan change the length of the session without seriously interfering with the general educational scheme of the state. If the session were shortened, the amount of time required by law in the professional schools would not be furnished in some cases.

MISSOURI: *No.*—We feel that our session is about as long as we can profitably carry on the work if members of the faculty are to have sufficient freedom for study, investigation and recreation during the summer. On the other hand we believe that the shortening of the session would be liable to lead the average student to waste too much time.

WESLEYAN: There has been no suggestion here of recent years to make any change in the length of our college year, except that we are convinced that we shall probably cut the period in half sometime soon, making each examination two hours instead of three.

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